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ABSTRACT

This report focuses on programs for the transition from education to adult and working life in Ireland and the United Kingdom that are actively concerned with development of new forms of assessment and certification of students' work in schools. Part 1 reviews the central issues with which the British and Irish pilot projects are concerned. The three issues are fundamental and general and should be of significance for other countries. They are (1) meeting of the assessment/certification needs of lower-attaining pupils, (2) certification and assessment of a greater variety of achievements of students of all abilities, and (3) recognition of new certificates and forms of assessment. Part 2 describes the Manchester pilot project's assessment work, because it provides an example of answers to questions raised in Part 1. Sample forms are provided. An appendix provides short profiles on the eight pilot projects mentioned in the report. These profiles include a contact person's name and address, target group, objective, and list of activities. (YLB)

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EUROPEAN COMMUNITY

ACTION PROGRAMME

TRANSITION OF
YOUNG PEOPLE
FROM EDUCATION
TO ADULT AND WORKING LIFE

Working Document

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ASSESSMENT & CERTIFICATION:
ISSUES ARISING IN THE PILOT PROJECTS

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About this report

Assessment of students' work in school, and certification of it, are key parts of any education system. Development of new forms of them are one of the themes of the Transition Programme. In practice, however, only a few pilot projects in the Programme are actively concerned with these questions, and they are in Ireland and the United Kingdom.

This report cannot therefore follow the style of most of those prepared on the "results" of the pilot projects, which examine and analyse developments across most, or all, of the 10 Member countries taking part. Instead, it reviews the central issues which the British and Irish pilot projects are concerned with, in terms which, it is hoped, have meaning and significance in the other countries.

The issues are fundamental and general :

- Do existing systems provide satisfactory and fair assessment, and certification, for the less able pupil?

- How can achievements other than "academic" ones be certified? This is a question that concerns the achievements of pupils of all kinds of ability.

- How can new kinds of certificate, or forms of assessment, gain recognition, inside and outside, an education and training system?

It is hoped that the report, by presenting the pilot projects' concerns and work on these questions in this way, and in all the Community official languages, will help to open up a dialogue about them in the Community.

More detailed material on the projects' work can be obtained, in the original language only, direct from the projects themselves (see Annex).

PART 1 : the issues

1. Meeting the assessment/certification needs of lower-attaining pupils.

Continuing youth unemployment, and economic and technological change, have highlighted general and vocational qualifications as a key factor determining whether or not young people find employment.

In most Member States of the European Community, governments are pressing young people to remain longer in education or training, up to the age of 18 (or 17, at least). In Belgium, the minimum age for leaving compulsory full-time schooling has recently been raised to 16, with part-time compulsory education lasting to 18 (as is already the case in the Federal Republic of Germany). In Italy, the long-planned reform of secondary education will involve an extension of compulsory education from 8 to 10 years, i.e. to age 16. With the introduction of the new 'baccalaureat professionnel' the French government plans to increase the number of young people completing upper-secondary education or training to 80% of the age-group within the next 15 years. In the United Kingdom and Ireland similar developments are taking place, with emphasis on developing high-quality pre-vocational and vocational courses for 17 and 18 year-olds whether full-time or part-time.

The participation of more young people in full or part-time education and training beyond the end of the compulsory period has drawn attention to weaknesses in curricula. It has also challenged the appropriateness of existing systems of assessment and certification in ways not dissimilar to the problems arising from the prolongation of compulsory education in some countries in the 1960's. New needs have been thrown up, particularly in relation to those young people, who are not attracted by, and do not achieve much on, traditional "academic' courses.

The first problem which these policies, aimed at extending participation in education and training, must face is that of "access". In some countries a Leaving Certificate from lower-secondary education is needed in order to enter the main streams of education and training in the post-compulsory sector. This may be waived in the case of some new forms of vocational training set up specially for the unqualified, like some courses in the Netherlands, or the special programmes for disadvantaged young people in the Federal Republic of Germany. But this is not usual. So, since lack of the certificate thus becomes a disqualification, it is essential to ensure that fewer young people "fail" the certification hurdle at the end of compulsory schooling.

Problems arise also in other systems, such as in France, where such certificates are not formally required in this way. Many young people who previously would have left general or vocational education at the earliest convenience to go straight into employment, are now staying on, either because the statutory leaving age has been raised, or as an alternative to unemployment. Their particular needs are, however, not sufficiently reflected in the types of main-stream education and training available. The result is widespread loss of motivation, continuous under-achievement (by traditional standards) and drop-out before the end of the course. Unacceptably high numbers of young people leave the education and training systems without a formal qualification. The rate varies from 10 to up to 40% between the individual Member States.

Policies aimed at offering a vocational qualification to larger numbers of young people must address these issues. This can mean two things : either develop new courses for the lower-attainers not suited for the existing ones, and certificates to match the courses : or keep the existing courses but change the teaching so that they are more attractive and effective. Roughly speaking, the United Kindom and Ireland are doing the first : other countries are concentrating, in various ways, on the second.

Generally, the former approach has been leading to much attention being focussed on assessment and certification, their impact on motiva-

tion, and other aspects : the second, by contrast, generates little such interest, because efforts are directed at course improvement, and teacher re-training (as in the French 'collège de la réussite').

The new "agenda"

This focussing of attention on the "bottom" of the pupil ability range has a number of effects. Where it has led to reviewing the suitability of assessment procedures and certification, some issues immediately arise.

First, the question of the "fairness" of the commonly-used system of marking pupils by reference to the average, or the norm, for the pupil-group (at the level of the class, the school, region or country) has been subjected to criticism. In the United Kingdom, much effort is being applied to developing national testing at the end of compulsory education, which it is hoped will be less "norm-referenced", and make much more use of performance criteria with which to assess pupils' skills and knowledge more objectively at different levels.

Secondly, the demotivating aspect of assessment has been looked at. Too little is known about how teachers mark pupils' work in each country, or assess it in other ways. But clearly such weekly, or termly, assessment goes on, carrying with it for some pupils profound feelings of failure and demotivation. The question arises : Must one have a system which motivates only some, and demotivates others ?

Thirdly, should not all pupils receive a record of their school work, in some form? In practice, not all pupils submit themselves, or are submitted, for certification at the end of compulsory education. Some pupils have already dropped out by that stage, and others never reach the final year of compulsory school, because they have "repeated" a number of times. The question whether even these pupils should not be offered some evidence of their school achievement, however modest, or far removed from academically-conceived success, therefore needs to be

re-stated not only with regard to new courses, but in relation to existing ones too.

In the last few years, these questions have come on to the agenda.

Government policies in some countries have called for the construction of courses which attract and motivate all pupils, and which are so constructed as to permit all pupils to experience success, at the best level they can achieve. The result has been a rising interest in the development of assessment instruments and records which go beyond traditional certificates and meet the requirements of these courses, and these pupils.

This is so particularly in the United Kingdom, and to some extent in Ireland. The need to build in motivation has led to more interest in modular courses, with related "credits" which can be accumulated to gain a certificate, and to the use of profiles (structured assessment proformas) to maintain records and provide a basis for self-assessment and the discussion of attainment between pupil and teacher. Some of the experimental work resulting from this interest and activity provided the basis for this report. But before examining it, we turn to the question of the type of course which has been developed in these countries, and the new demands on assessment which have resulted.

2. Certification and assessment of a greater variety of achievements

New educational objectives and content

Traditionally it had been the school's function to teach pupils certain knowledge and skills, and to assess and certify that they have, or have not, mastered them. In some countries, the objectives of a piece of work in a subject field, the way it should be taught, and how mastery of it should be assessed, are laid down as part of the national curriculum plan. Each year's work is assessed on this basis, and at the end of the course a certificate is awarded, or withheld.

This approach is now being subjected to some pressure and criticism, from several directions. First, greater importance is attached, by employers, to general skills in the personal and social area - such qualities as adaptability, capacity to solve problems and deal with the unexpected, the ability to work successfully with others, and the ability to think creatively. These are qualities which, although they might have been implied in the traditional school curriculum, are now being given more weight than before, partly perhaps as a result of the pace of technological change.

Related to this is the increased emphasis which governments in many countries are putting on the creation of small and medium enterprises, as a way of creating new jobs and relieving unemployment. Government policies tend increasingly to favour the development of independence and initiative as qualities which will help young people to overcome the difficulties of the labour market, and which will help to take some of them into either self-employment or employment in small and medium enterprises.

These two developments together, and the desire on the part of education systems to do whatever they can to prepare pupils to cope with the difficulties of the labour market, have given markedly increased

importance to curriculum initiatives and activities aimed at promoting a spirit of "enterprise".

Translated into education terms, here is a list of objectives, taken from the Powys (Wales) pilot project's materials, which are seen as relevant to work in "enterprise education" :

Checklist of objectives for Enterprise Education

- to promote pupils' self-confidence, self-reliance, self-sufficiency, self-respect and powers of leadership, leading to the possibility of self-employment.
- to promote the acquisition of knowledge, skills and attitudes designed to enable them to devise and manage their own personal, social and economic activities.
- to promote the ability to cope with uncertainty and change and not to be afraid of risk-taking and to positively encourage innovation.
- to encourage imagination, inventiveness, ingenuity, optimism and a determination to succeed.
- to promote self-discipline, foster unselfish attitudes, co-operation, loyalty, tolerance and understanding.

Source : Powys pilot project : UK 29*

Attainment on work of this kind is clearly not amenable to conventional "marking". How then can it be assessed? The answer provided in the Powys project, as in some others, has been to use an approach based on the "profile". Profiling+ is seen there as a technique which can :

- allow teachers to assess student competence in a range of skills,

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* see summary description in Annex

\+ for a description of profiles, see "New Developments in Assessment : profiling", IFAPLAN, Brussels, 1984 : and the Manchester project described in Part 2 of this report.

- guide students and teachers towards the important aspects of each piece of work,

- help students recognise the need for them to concentrate on acquiring particular skills, and

- help clarify the design and planning of courses because they require the preparation of a checklist of objectives and related suitable learning experiences.

The profile approach can be used to bring together several areas of pupil "attainment"; achievements in school subjects, (external) examination results, cognitive skills, practical skills, personal qualities, social skills, and interests and leisure activities.

The Powys project aims explicitly at fostering talent for "enterprise". But many of the new courses for "non-academic" pupils, in compulsory education and in the upper-secondary stage, in Ireland and in the United Kingdom, have tried to place more emphasis on "practical" learning. By contrast with previous attempts in the history of education to provide practical courses, the interpretation of "practical" has tended to be broad, and not confined to the teaching of narrow, vocational, skills. Also, the development work, in a number of projects, has not started from a subject structure, i.e. trying to select the part of a "subject" which should be taught to all pupils, but from an attempt to decide what generic, personal/social skills are required, what basic knowledge and concepts are appropriate, and in what fields of activity and interest practical learning can take place.

This process is important. In the Manchester pilot project (described in Part 2), courses for such pupils are built up out of "units of work, and the following is a list of some of the titles of such units :

A sample list of units of work

- An introduction to print-making
- Planning and organising a business venture
- Commercial applications of microcomputers
- Basic life-saving procedures
- Orienteering
- Travel and tourism
- Mathematics : basics of measurement
- An introduction to plumbing
- Working in a playgroup
- Letter writing

This project follows a "pédagogie de la réussite" philosophy, and, to implement it, has adopted a bottom-up approach in the sense that the choice of activities, making up each pupil's course, is founded on teachers' observation and experience of what it is realistic and worthwhile to offer these pupils; realistic in the sense that it is motivating and at a level at which they can succeed; and worthwhile in that the "work" which pupils will do will lead to the acquisition of skills, knowledge, and concepts which have a value in the adult world. The greater flexibility which individual schools and teachers in England have to develop "client"-centered curricula makes such approaches easier to implement than in systems where the curriculum is set centrally.

New techniques and instruments

The problems for assessment, connected with these new approaches, are considerable, in that not only is the content not entirely derived from "subjects", but the teaching/learning methods, which are activity-based, do not lend themselves to any form of conventional assessment. Hence the development of "Profiles", "Activity Record Sheets", "Statements of Achievement", and "Letters of Credit" - which provide each pupil with a systematic, externally validated, record and certificate of "work" done at school.

The Manchester experiment which uses these techniques, is probably the furthest developed, in this aspect, of the projects taking part in this European Programme. But the aims, in terms of what it is desired to certify, of several other projects are very similar. The Northampton project (UK 30)*, for instance, has developed a new certificate to fit a curriculum for pupils not entered for the existing traditional examinations at 16 (and beyond) which :

- adequately prepares them for adult and working life;
- will lead them on to training and employment opportunities;
- incorporates a greater measure of practical and inter-disciplinary work than is usually offered to young people in compulsory education.

The result, in this case, is another new certificate, the Northampton Record of Achievement. This provides an assessment, on a cross-curricular basis, under 4 headings : communication; practical and numerical skills; social skills; and decision-making skills. To the assessment is added a record of the student's preparation for adult life under the headings of work experience, community involvement, and residential experience.

These "certificates" in the case of Northampton and Manchester, are seen as permanent additions to the certification process in England and Wales.

In Ireland, the Transition pilot projects (IRL 16, 17, 18)* illustrate a similar objective being tackled in a somewhat different way. There, new courses are being developed at both Junior level (the end of compulsory schooling) and Senior level (17-18). The aim, again, is to offer a more practical and less theoretical course, to suit a wider range of pupils than previously; and to give schools and teachers a freer hand with the choice of topics, especially for project or practical work, while at the same time ensuring that pupils are given

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* See short descriptions in Annex.

credit for their attainment on it. This has meant, at the Senior level, a change to include the assessment of practical work, eg. in applied science, technology and design where project work, the student's notes on it, and the teacher's report on it, are all submitted for assessment to the outside examiners, together with other examples of a student's practical work. Similar arrangements apply in the other courses at Senior level, where practical work in, for example, food science, general studies and mathematics is submitted for external assessment, and taken into account.

In addition, at both Junior and Senior levels, recognition is given to a wider range of achievement than before :

- the Junior cycle certificate will consist of :
  - a certificate of attendance and of satisfactory completion of courses;
  - a pupil profile;
  - a record of activities and achievements.

- the Senior certificate will be supported by a Record of Personal Experience Achievement and will contain :
  - details of the certificate programmes followed;
  - details of extra-curricular activities such as outdoor education, mini-company, sporting and cultural activities, etc.;
  - details of other courses taken.

3. Recognition of new certificates and forms of assessment

The value of a certificate lies in its power to give access either to further education/training or to a job. It is of little use to extend existing certification arrangements or to develop new ones, if the certificates awarded as a result do not assist the holders in the subsequent stages of their life. Those responsible for developing new courses have to contend with problems on two main fronts : in the first place ensuring recognition within the education and training systems by the appropriate bodies and authorities, and, in the second, on the labour market by employers.

On the first of these points, the priority currently attached by some governments to policies aimed at raising standards in existing provision, or at least at maintaining them, seems to work at the expense of active support for the development and widening of courses and certificates to suit the full range of pupil ability. And in many countries in the last few years, the special measures, created to provide new types of further education or vocational training for young people who would otherwise have been unemployed, have suffered from exclusion from the existing systems of certification and vocational qualification. Even in a programme officially recognised and sponsored by national authorities such as the Transition pilot Programme, there is a risk that new courses will be developed by pilot projects which do not lead to a qualification which can be accepted as equivalent to the certificate or qualification offered at the end of a conventional course. Finding a way past this difficulty is of great importance if the educational objectives of this development work are to be accomplished.

On the second point, patterns of conventional practice have to be challenged. Employers, when they concern themselves with certification policy, often prefer to stick to what they have learnt to interpret and use for their recruitment purposes, i.e. the certificates which exist already. The question of how employers can be encouraged to use

more diversified forms of certificates as an aid in selecting from among job applicants, or as a recommendation to consider an applicant, has to be considered.

The evidence of the pilot projects suggests that employers are able and willing to use more informative evidence about applicants than conventional certificates provide, if they are offered it. Possession of a certificate is an easy criterion for an employer to apply in sifting, initially, a selection from a large number of job applicants. But it is uninformative for any other purpose. The knowledge which an individual employer may have about the strengths and weaknesses of a particular school or training institute is likely to be of much greater value. The argument used by a number of those concerned with developing new certificates in the Transition pilot projects is that carefully prepared, and structured, certificates produced by education authorities and schools, could be a great deal more informative still.

This is the reasoning which leads to offering employers Pupil Records of Achievement, or Profiles which cover a wide range of achievements and activities, not just academic ones, on the lines described above. Generally speaking, the pilot projects who have been concerned with this aspect have found a very favourable reaction on the part of employers to this kind of material, some of them commenting that it provided a good "script" for an interview, and gave them better information about what young people do and learn at school these days than they have had from any other source. Nonetheless, the currency of such Records is difficult to establish, if only because, when they are used experimentally and on a limited scale, it is difficult to assess employers' reactions, or obtain a general view about them.

To reinforce such currency, pilot project schools, in the United Kingdom, have had recourse to arrangements such as having the new certificates "validated" by one of the main national vocational qualification-awarding bodies (the City & Guilds of London Institute) or linking them to the Northern Partnership for Records of Achievement, which is one of the new regional groups of local education authorities and examining boards now working in this field in the United Kingdom.

In Ireland, the alternative courses and certificates being developed form part of the national structure of certification at the end of compulsory schooling and in the upper-secondary stage. This will assure general reconition of the new certificates. But the same problems will arise of informing employers about the new certificates, and helping them to discover their value. In the English projects, substantial publicity work has been done vis-à-vis local and regional employers in order to make them aware of the new certificates.

The "validity" of profiles, and other new forms of recording performance, which incorporate specific statements about a pupil's achievement, or judgements made by the teacher about the quality of a pupil's work, remains a further substantial difficulty. The Manchester project has tackled this problem, in the framework of the Northern Partnership for the Record of Achievement, by a system of verifying the quality of the units of work and the processes being used to assess students' work on them (see Part 2).

In short, the problems of validity and objectiveness are being tackled directly in these cases. Widening the range of certification, and the increase in the responsibility undertaken by the school for assessing pupils' work and certifying it, are being supported by validating arrangements which are probably comparable with those in other countries which have much longer established traditions of school-based assessment, and inter-school and inter-regional moderation or validation.

PART 2 : one pilot project's response to the issues

The Manchester pilot project

The Manchester pilot project's assessment work is described here, not because it is a "model" project, but because it provides an example of answers to more of the questions raised in this report than any single pilot project in the Transition Programme.

The national, regional and city context

The Manchester Local Education Authority, where the Manchester pilot project on Alternative Curriculum Strategies (ACS) is located, is one of the 24 local authorities in the north of England who are collaborating with the 5 independent Examining Boards in the region, in a partnership called the Northern Partnership for Records of Achievement (NPRA). The long-term aim of the NPRA is to develop and provide for schools and colleges a range of methods of assessing, observing and recording students' achievements in the academic, practical and personal fields.

The NPRA is itself one of several such regional initiatives in the United Kingdom, formed since 1983 to develop systems of recording secondary-school pupils' experience and achievements and of providing external, credible, recognition of them. Other regional groups are based in Oxford, the Midlands, Wales and Scotland. The Department of Education and Science and the Welsh Office announced in 1984 that the Government wished to see Records of Achievement made available to all pupils when they leave school, by 1990. Such a document should :

- give recognition to all kinds of achievement, not only academic;

- improve motivation, in particular by providing a basis for discussion on assessment and progress between teacher and pupil;

- enable the school to identify ways of improving its curriculum, teaching and organisation;

- give pupils a document to present to potential future employers, admissions tutors, etc. which will be brief but comprehensive.

Pilot schemes to develop suitable Records are being supported : a report is due in 1988 which is intended to lead to the publication of national guidelines to be followed by authorities and schools.

The assessment development work of the Manchester pilot project is a part of the programme of the NPRA. In Manchester a city-based Assessment Development Unit supports its work, and from September 1986, will also be working on the local asessment needs arising from a futher major national curriculum project, aimed at introducing more technical/ technological studies into secondary schools, the Technical and Vocational Education Initiative (TVEI).

These two projects, ACS and TVEI, have some common features, which are important for their approach to assessment :

- they are both concerned to offer a more practical, experimental, curriculum;

- they are both concerned with trying to open up schools to community and to industry;

- they are both concerned with pupils in transition from school to adult and working life;

- in both, it is felt that traditional examinations cannot adequately represent the achievemennts of pupils in the new courses.

The assessment work of the ACS pilot project therefore forms part of a major curriculum/assessment development programme at the city, regional and national levels.

In the two years work so far, the ACS project has :

- produced over 300 "units of work" (see below);
- had a profound effect on curriculum thinking and practice in the schools taking part;
- proved overwhelmingly popular with both teachers and pupils, and
- provided a promising basis for the integration of the assessment of the less-able pupils' achievements into the scheme of national assessment for all pupils at the end of compulsory education (i.e. the new General Certificate of Secondary Education - the national 16+ examination designed to meet the needs of 90% of pupils, and due to start in 1988).

Units of work

The Manchester scheme is a form of profiling. But while some profiling schemes start from the examination of the desirable qualities to be encouraged in pupils, the Manchester scheme begins more pragmatically with activities which teachers think will benefit and stimulate their pupils.

Teachers in the project schools were encouraged to write "units of work" using the following guidance :

Units of work

Title

The title should give a clear indication to the user (pupil, teacher, employer) of what the context is. It should be meaningful.

The unit description

This should be a description of what the student will do, as well as giving the general aims of the unit.

Outcomes

The skills which are to be acquired.
The concepts which are to be acquired.
The experiences and processes which are to be recorded.

The evidence

The ways in which the outcomes are to be demonstrated must be specified.

Great emphasis had to be placed on asking teachers to describe precisely what it was the pupils were going to do, instead of describing or listing the objectives of their course. It is only when it is clear what pupils are going to do that it can be established whether it will be possible for an objective to be achieved. Encouraging teachers to use flow-diagrams of the stages of the learning activity helped to focus their minds on this. Realistic accounts of pupil achievements can only be made on the basis of what they can do or have done, and not on the basis of teachers' expectations.

"Teacher expectation, we found, was at the heart of the general sense of failure we encounter in secondary schools. Unrealistic expectations led to automatic failure. Some teachers almost treated it as their right to fail pupils and considered the exercise of setting achievable

targets as an exercise in lowering standards" (comment by a project worker). In the final stage of planning a "unit of work", teachers described in terms of skills, knowledge, concepts, experiences and process, those outcomes which they felt were achievable by all their pupils in completing a "unit of work".

There was a tendency for teachers to "write down just about everything possible" for a unit of work, and to suggest too many outcomes. "The effective recording, assessment and reporting of pupil achievements is, to a large extent, dependent on the teacher and pupil agreeing on realistic targets".

Accreditation

The rules for obtaining acceptance, or accreditation, of a work unit are carefully defined :

"In order to be acceptable for accreditation by the NEA boards a unit must be a discrete, coherent programme of work which can be assessed and must meet the following requirements :

a. The curricular area(s) to which the unit relates must be specified in the submission by the Local Education Authority (LEA) to the regional validating committee.

b. The title of the unit must be meaningful to users of the Letter of Credit.

c. The unit must be described in terms of the learning objectives and processes involved. The LEA must be satisfied that any centre (i.e. school, college, etc.) adopting the unit has the resources both to allow the objectives to be realised and to allow the process to be effected.

d. The outcomes which are to be accredited must be specified in terms of some or all of the following :

- the skills which are to be acquired
- the concepts which are to be acquired
- the knowledge which is to be acquired
- the experiences and processes which are to be recorded.

e. The ways in which the outcomes are to be demonstrated must be specified.

f. The outcomes which are to be accredited must be observable during the processes and/or in the product.

g. The centre's procedures for making and recording assessments must be specified."

Outcomes, and recording

In selecting outcomes to be assessed it was also necessary to consider the sort of evidence which would be regarded as sufficient to indicate success. Here a distinction has been made between primary evidence (a product, a piece of writing, a report from an employer, etc.) and secondary evidence (a teacher check-list, a record of a discussion with a pupil). More learning may take place than that for which there is evidence but the accredited outcomes are limited to those for which evidence can be presented.

Assessment is made by the teacher on whether evidence matches the intended learning outcomes for each pupil. Assessment methods include short tests of knowledge or skills, evaluation of a "product" such as a series of prints or a video presentation, discussion with pupils individually and in groups, and observation by the teacher of processes and experiences undergone.

These may be recorded on check-lists, in diaries or on "Activity Record Sheets".

Activity Record Sheets

As an example, the outcomes adopted for the unit on "Making a video" are shown below. They are transferred to a pupil Activity Record Sheet, without further alteration, and so provide the basis for recording.

Unit : Making a video

The pupil will demonstrate the ability to :

1. set up and operate a video camera and recorder.
2. make a storyboard.

The pupil will show a knowledge of the following technical terms :

lens, focus, exposure, pan, track, storyboard, long-shot, close-up.

The pupil will experience :

1. working as part of a group to create a product.
2. negotiating a script.
3. production skills on at least one aspect of video film-making; camera work, sound, acting, direction.

Alternative Curriculum
Spurley Hey High School Manchester

Headmaster: J. Schofield: Co-ord: E. Burr. Tutor:-

ACTIVITY RECORD SHEET

COURSE: PUPIL: TEACHER:

AIMS: Why am I doing

Technological/Creative Introduction to video film making.
To learn the techniques of using the video equipment.
To apply those techniques to the making of one or more video films.
To experience 'Negotiating' the form and content of a video story or documentary.

KNOWLEDGE & CONCEPTS: What will I/we learn about?

AGREED	
P	T

Know the meaning of the following technical terms:

Lens, focus, exposure, zoom, pan, track, storyboard, longshot, mod shot, close up.

SKILLS: What will I/we learn to do?

AGREED	
P	T

Special Skills; Maths, English, & Other Skills.

Operating the camera and recorder.
Constructing a 'storyboard'
Organising a sequence of camera shots.
Understanding the limitations and potential of camera equipment.
Understanding types of camera 'shots' and camera movement.
Understanding the problem of sound recording in relation to camera work

What skills did I/we use again?	AGREED	
	P	T
What extra things did I/we learn?		

How well have I done?

What did I do? _____

I met _____

I worked with _____

I learned that _____

_____

I enjoyed _____

_____

The easiest part was _____

_____

The most difficult part was _____

_____

I think the course was _____ because _____

_____

Next time I _____

Signed. (Pupil)

How well does my teacher think I have done? (Teacher's Comment)

ATTENDANCE: Signed. (Teacher.)

The Activity Record Sheet requires both pupil and teacher to spend time on the process of recording. In practice this has proved difficult; pupils have regarded it as a distraction from the more interesting work of their course, and some teachers find it difficult to take the time to work with pupils on their records, when they are needed for other things. But, where both have persevered, the benefits are considerable; work has become more purposeful and targets more realistic.

"Statements of Achievement"

When a unit is completed, it is assessed, and sucessful pupils receive a "Statement of Achievement". The Statement again records the pupil's achievement in terms of the outcome stipulated for the unit. It therefore gives a clear description of actual achievements. It is also possible to add what are called "extension statements" in order to specify extra achievements in the case of each student.

All these Statements of Achievement are kept in the pupil's "Record of Achievement" folder.

"Letter of Credit"

Finally, a "Letter of Credit", a statement issued by the Northern Examining Association, lists the units of work which have been successfully completed by a student.

Publicity material to parents, employers, teachers and trainers was prepared, to describe the Letter of Credit, Statement of Achievement, and the Work Unit. 5000 were distributed in 1984/5, and the response was very positive.

City of Manchester Education Committee

STATEMENT OF ACHIEVEMENT

Each unit of work was devised by Manchester Local Education Authority and validated by the Northern Examining Association
The title of each unit will appear on a final letter of credit to be issued to each student by the
Northern Examining Association (Scheme of Unit Accreditation)

Student WILLIAM NORBURY Date of Birth 12.12.70

School Wright Robinson High School Certificate No 2724

Science at Work (Energy)

In completing this unit the student has

1: demonstrated the ability to use a bunsen burner correctly, use a tuner to measure time in seconds, read a thermometer to an accuracy of 1 degree, read a simple ammeter and voltmeter scale, measure volume using a measuring cylinder and make an energy model work.

2: shown knowledge of the names of two fossil fuels, the name of one nuclear fuel, the names of two oil products, the names of two different energy forms, one energy chain, the role of the sun and plants, one alternative energy system and one danger associated with the nuclear industries.

G Hainsworth Chief Education Officer

Name _____

School _____

_____

Conclusion

This report has described the emergence of 3 basic issues in assessment in some Community countries, :

- Do existing systems provide satisfactory and fair assessment, and certification, for the less able pupil?

- How can achievements other than "academic" ones be certified?

- How can new kinds of certificate or assessment gain recognition inside, and outside, the education and training system?

It is often supposed that assessment questions are of less importance than choice of curriculum or teaching methods. But the evidence of the pilot projects underlines how wrong this is. Assessment is at the heart of the learning and teaching process, and relationships. It bears directly on :

- the level of a pupil's motivation

- the teacher's level of expectation of the pupil, and

- the pupil's self-image and career expectations.

The purpose of this report is to provide a practical base on which to stimulate discussion, across national "cultural" boundaries, on the place of assessment, and its conduct, in the schools of today. So far, in the Community this has been absent, even though it is clear that most countries have problems related to the 3 questions above.

It is hoped that the pilot projects' experience, whether or not it is applicable or valid in detail in these other countries, will enable some useful and forward-looking dialogue to begin.

Short profiles on all pilot projects mentioned in the report.

Dublin	IRL 16
Ireland West	IRL 17
Munster/Shannon	IRL 18
Northern Ireland	UK 26
Manchester	UK 27
Glasgow	UK 28
Powys	UK 29
Northamptonshire	UK 30

Project IRL 16: Dublin (Ireland)

Contact: Tony Crooks

CDVEC Curriculum Development Unit
28 Westland Row
Trinity College
IRL - Dublin, 2
Tel: (353) 1/602433 or 602557

Target Group: young people (age 14 to 15) with poor employment prospects, unemployed school-leavers, girls with social problems.

Objective: to facilitate the social and vocational preparation of young people with poor employment prospects.

Activities:

- Social and vocational preparation courses in a Work Exploration centre and various out-of-school centres.
- Special courses for disadvantaged girls and young women to broaden their educational and employment aspirations; preparation of teen-age-mothers for parenthood and home-making.
- Development of co-operation and community interaction in educational/vocational activities.
- Development of partnerships between professional and voluntary staff.
- Production of teaching material.
- Staff development aiming at implementing a community-oriented curriculum.

Project IRL 17: Ireland West (Ireland)

Contact: Marian O'Riordan
Curriculum Development Centre
Town of Galway V.E.C.
Island House
Cathedral Square
IRL - Galway
Tel: (353) 91/62266

Target Group: teachers and pupils in all types of secondary schools.

Objective: to introduce "integrated education" emphasising the use of the out-of-school environment.

Activities:

- Curricular interventions to help those leaving school to cope with the choices and challenges of the outside world.
- Implementation of new assessment procedures to match new learning methods.
- Staff development through in-service workshops.
- Provision of information and guidance on career options and further education/training opportunities.
- Involvement of parents in the planning and implementation of new courses.
- Investigation of the effect of sex-stereotyping on subject and career choice.

Project IRL 18: Munster/Shannon (Ireland)

Contact: Jim Gleeson
Curriculum Development Centre
St. Patrick's Comprehensive School
IRL - Shannon
Co. Clare
Tel: (353) 61/61878

Target Group: less academic students, teachers and parents in secondary schools.

Objective: to develop new two-year post-compulsory programmes, particularly for those unlikely to achieve well in the existing Leaving Certificate, to develop programmes for girls.

Activities:

- Development of active learning methods, work experience and use of 'mini-companies'.
- Development of a new form of assessment, appropriate to the new courses, and integrated in the official certification system.
- Familiarisation of girls, their parents and teachers with non-traditional careers for girls.
- Use of the local community: liaison groups, networks, etc.
- Improvement of Irish language teaching.

Project UK 26: Northern Ireland (United Kingdom)

Contact: Jack Eaton
TRAWL Project
NICED Information Office
Stranmillis College
Stranmillis Road
GB - Belfast BT9 5DY
Tel: (44) 232/666212

Target Group: 14-18 year olds in secondary schools.

Objective: to improve schools' capacity to provide effective vocational preparation of young people.

Activities:

- In-service training and development of related training materials to enable 16 schools to review their curricula.
- Survey of students' own perceptions of their needs and schools' capacity to respond to them.
- Development of new non-subject-based 'transition' courses in areas identified by review and survey.

Project UK 27: Manchester (United Kingdom)

Contact: Kathy August
ACS Project Office
Manchester Polytechnic
Elizabeth Gaskell Site
Brook House, Hathersage Road
GB - Manchester M13 05A
Tel: (44) 61/2254200

Target Group: 14-16 year olds in secondary schools who do not succeed in the traditional curriculum.

Objective: to develop an alternative curriculum suited to the needs of these pupils.

Activities:

- Development by teachers of new curriculum modules ("units of work").
- Establishment of unit accreditation of students' work using assessment and recording procedures validated at regional level.
- Participation of pupils in the decision-making process in relation to their own curriculum.
- Development of links with the community to provide community projects, work experience and leisure activities.
- Implementation of measures to combat sex stereotyping.

Project UK 28: Glasgow (United Kingdom)

Contact: Evelyn C. M. Lennie
Glenwood Secondary School
147 Castlemilk Drive
GB - Glasgow G45
Tel.: (44) 41/634582

Target Group: pupils in secondary education aged 14-18 specially the unqualified.

Objective: to increase the ability of schools to prepare young people adequately for life and work; and to develop closer links between schools and their local communities.

Activities.

- Development of new modular short courses for the last year of compulsory schooling using out-of-school activities, and co-operative and active learning methods.
- Provision of a Record of Achievement to certify courses completed.
- Organisation of school-focussed in-service training on assessment and teaching methods.
- Development of firm- and community-based work experience placements.
- Development of vocational guidance and school links with further education/vocational training.
- Use of mini-companies and other courses to stimulate entrepreneurial skills.

Project UK 29: Powys (United Kingdom)

Contact: Mrs. J.E. Jones
Powys Rural Enterprise Project
Radnor College of Further Education
Llandrindod Wells
GB - Powys LD1 5ES
Tel: (44) 597/4407

Target Group: young people in their last 2 years of secondary education.

Objective: to develop curricula in schools and colleges of further education linked with local rural crafts and businesses.

Activities:

- School-based curriculum materials for enterprise education: and of guidelines.
- Investigation of assessment of enterprise education and work experience using a record of achievement.
- In-service training on assessment, links with the community, work experience, mini-companies.
- Forging of links with the business and craft community on a regional and district level.

Project UK 30: Northamptonshire (United Kingdom)

Contact: Lynn Lewis
Project Office
Cliftonville Middle School
Cliftonville Road
GB - Northampton NN1 5BW
Tel: (44) 604/28853

Target Group: young people in the final 2 years of compulsory education identified as low-attainers.

Objective: to develop a two-year course for these pupils.

Activities:

- Development of a new curriculum including literacy, numeracy and communication skills, preparation for adult life, work experience and community service.
- Development of new forms of co-operation between schools and further education including work experience placements.
- Organisation of practical projects in the community.
- In-service training for participating staff members.
- Use of profiling, and development of an externally-accredited Record of Achievement.
- Emphasis on parental involvement.

This report is one in a series on the work of the 30 pilot projects which form the European Community's second Programme on the Transition from education to adult and working life (1983-87).

The Programme is based on a Resolution agreed by Council and Ministers of Education of the then ten Member countries in July 1982, which called for action to assist Member States to develop their policies for young people between 14 and 18 years of age. Its 30 pilot projects are widely spread across Europe, each of them designated by the national authorities, in consultation with the Commission, and with half of the operating costs met by the Commission. Hundreds of schools, vocational training institutes and other institutions in these 30 areas of Europe are taking part.

At the request of the Commission, IFAPLAN, an independent research institute based in Cologne, is preparing reports on the main theme areas in which the projects are working. A list of the papers prepared so far can be obtained from the Programme Information Office, Brussels (address on the cover of this report).

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